NSW German EP Curriculum Map

Implementation in 2024

Stage 4

Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the New South Wales (NSW) curriculum version 9.

Teachers have the flexibility to utilise our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customised according to their teaching strategies, while assuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales (NSW) Modern Languages 7-10 curriculum, as it addresses the curriculum's aims in the following ways:

1. **Empowering students to become effective communicators:**
EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.

2. **Developing linguistic competence:**
The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.

3.   Developing intercultural capability:

EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.

4.   Learning to interact, understand, and create texts in the target language:

Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

5.   Reflecting on and understanding languages, cultures, and identity:

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

6.   Developing an interest in and enjoyment of language learning:

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.
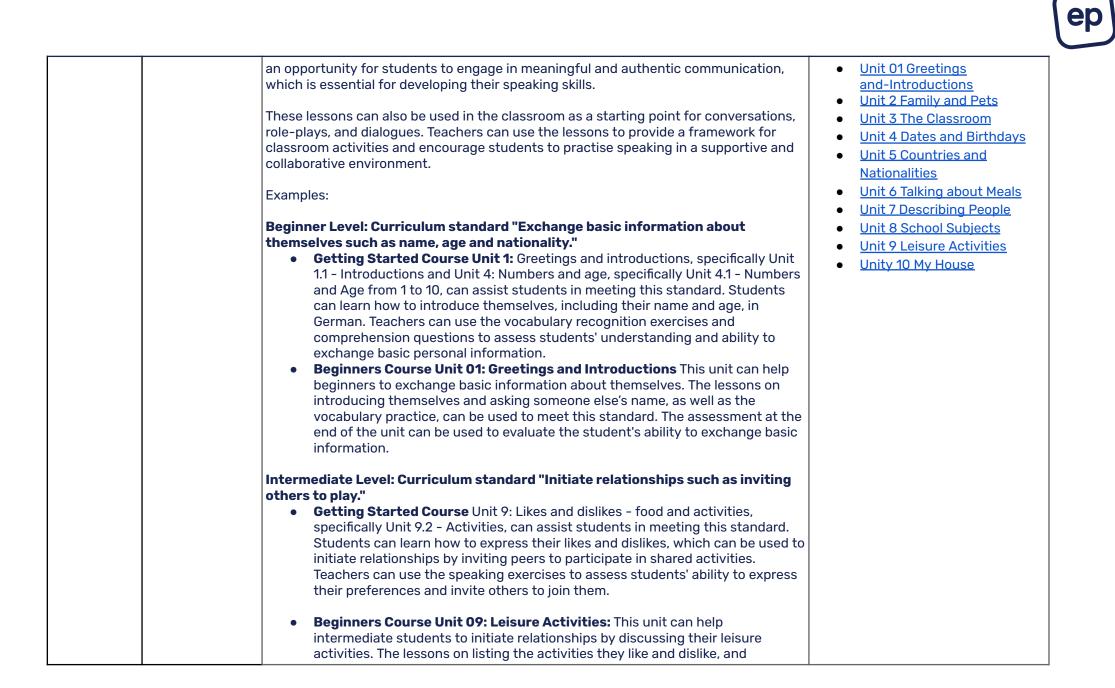
Interacting in German:

(Listening, Speaking)

Outcomes: ML4-INT-01

Exchange information and opinions in a range of familiar contexts by using culturally appropriate language (NESA)

Content: Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student's preferred communication form(s).

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
Exchanging and negotiating meaning to interact in the target language	**Socialise with peers to build and maintain relationships**	All EP Units have content related to socialising with peers through greetings, introductions, descriptions, and conversations about personal life and preferences. Students participate in lessons that focus on listening and reading comprehension, which provide examples of written and spoken interactions. A variety of speaking questions sections are interspersed throughout the unit to provide timely and specific feedback and ensure students understand concepts before moving on to the next step. This helps students develop their own ability to communicate and socialise in the target language. The speaking lessons are designed to be scaffolded, meaning that they gradually build up in difficulty and complexity, starting with basic pronunciation exercises and gradually moving on to more complex conversations and dialogues. This approach helps students to develop their speaking skills in a structured and supportive way. One of the key features of the speaking lessons is the emphasis on partner practice. Students are encouraged to practise speaking with a partner, either in person or via online tools, to help them build confidence and fluency in conversation. This provides	**Getting Started Course** ● [Unit 1 Greetings and Introductions](#) ● [Unit 2 Asking How You Are](#) ● [Unit 3 Colours](#) ● [Unit 4 Numbers and Age](#) ● [Unit 5 Classroom Objects](#) ● [Unit 6 Classroom Commands](#) ● [Unit 7 Family](#) ● [Unit 8 Animals](#) ● [Unit 9 Food](#) ● [Unit 10 Days of the Week and Weather](#) **Beginners Course**

an opportunity for students to engage in meaningful and authentic communication, which is essential for developing their speaking skills.

These lessons can also be used in the classroom as a starting point for conversations, role-plays, and dialogues. Teachers can use the lessons to provide a framework for classroom activities and encourage students to practise speaking in a supportive and collaborative environment.

Examples:

Beginner Level: Curriculum standard "Exchange basic information about themselves such as name, age and nationality."
- **Getting Started Course Unit 1:** Greetings and introductions, specifically Unit 1.1 - Introductions and Unit 4: Numbers and age, specifically Unit 4.1 - Numbers and Age from 1 to 10, can assist students in meeting this standard. Students can learn how to introduce themselves, including their name and age, in German. Teachers can use the vocabulary recognition exercises and comprehension questions to assess students' understanding and ability to exchange basic personal information.
- **Beginners Course Unit 01: Greetings and Introductions** This unit can help beginners to exchange basic information about themselves. The lessons on introducing themselves and asking someone else's name, as well as the vocabulary practice, can be used to meet this standard. The assessment at the end of the unit can be used to evaluate the student's ability to exchange basic information.

Intermediate Level: Curriculum standard "Initiate relationships such as inviting others to play."
- **Getting Started Course** Unit 9: Likes and dislikes - food and activities, specifically Unit 9.2 - Activities, can assist students in meeting this standard. Students can learn how to express their likes and dislikes, which can be used to initiate relationships by inviting peers to participate in shared activities. Teachers can use the speaking exercises to assess students' ability to express their preferences and invite others to join them.

- **Beginners Course Unit 09: Leisure Activities:** This unit can help intermediate students to initiate relationships by discussing their leisure activities. The lessons on listing the activities they like and dislike, and

communicating with others about the kinds of activities they do and when they do them, can be used to meet this standard. The assessment at the end of the unit can be used to evaluate the student's ability to discuss their leisure activities and potentially invite others to join.

Advanced Level: Curriculum standard "Make arrangements with peers."
- **Getting Started Course Unit 10:** Days of the week and weather, specifically Unit 10.1 – Days Of The Week and Unit 10.2 – Talking About The Weather, can assist students in meeting this standard. Students can learn how to discuss days of the week and weather conditions, which are essential when making arrangements with peers. Teachers can use the comprehension questions and speaking exercises to assess students' ability to make arrangements using the vocabulary and structures learned.

- **Beginners Course Unit 10: My House;** This unit can help advanced students to make arrangements with peers. The lessons on describing their house can be used to invite peers over. The lessons on writing and speaking can be used to practise making arrangements. The assessment at the end of the unit can be used to evaluate the student's ability to make arrangements with peers.

Understand and reciprocate information about their own and others' personal worlds

These units all involve exchanging information about personal life and interests, including family, pets, birthdays, nationality, food, hobbies, Food and housing.

Beginner Level - "Ask about and describe people, places, and things of personal significance such as family and home." (NESA)
Suggested Units:
- **Unit 1 "Greetings and Introductions":** This unit helps beginners to introduce themselves and ask about others.
- **Unit 2 "Family and Pets":** This unit aligns with the curriculum standard as it allows students to ask about and describe their family members and pets, which are of personal significance.
- **Unit 10 "My House":** This unit allows students to describe their house and the rooms within it, which are of personal significance.

Intermediate Level - "Describe sequences of events or actions such as weekend activities."(NESA)
Suggested Units:

Getting Started Course

- [Unit 1 Greetings and Introductions](#)
- [Unit 2 Asking How You Are](#)
- [Unit 3 Colours](#)
- [Unit 4 Numbers and Age](#)
- [Unit 5 Classroom Objects](#)
- [Unit 6 Classroom Commands](#)
- [Unit 7 Family](#)
- [Unit 8 Animals](#)
- [Unit 9 Food](#)
- [Unit 10 Days of the Week and Weather](#)

- **Unit 9 "Leisure Activities"**: This unit aligns with the curriculum standard as it allows students to talk about their hobbies and leisure activities, which can include sequences of events or actions they undertake during their weekends.
- **Unit 6 "Talking about Meals"**: This unit could also align with the curriculum standard as it allows students to talk about what they eat for different meals, which could be seen as a sequence of events throughout the day.

Advanced Level - "Ask about, compare and describe differences in neighbourhoods and schools." (NESA)
Suggested Units:
- **Unit 3 "The Classroom"**: This unit aligns with the curriculum standard as it allows students to talk about common classroom items and make basic requests to their teacher, which could be used to compare and describe differences in schools.
- **Unit 8 "School Subjects"**: This unit aligns with the curriculum standard as it allows students to talk about what subjects they take and their opinions on different subjects and teachers, which could be used to compare and describe differences in schools.
- **Unit 10 "My House"**: This unit could also align with the curriculum standard as it allows students to talk about where their house is located, which could be used to ask about and compare differences in neighbourhoods.

Beginners Course

- [Unit 01 Greetings and-Introductions](#)
- [Unit 2 Family and Pets](#)
- [Unit 3The Classroom](#)
- [Unit 4 Dates and Birthdays](#)
- [Unit 5 Countries and Nationalities](#)
- [Unit 6 Talking about Meals](#)
- [Unit 7 Describing People](#)
- [Unit 8 School Subjects](#)
- [Unit 9 Leisure Activities](#)

Express and explain emotions, opinions and personal preferences

Beginner Level: "Ask about and describe likes and dislikes."
- **Unit 06: Talking About Meals** is a perfect fit for this level. The learning outcomes include talking about what food they like or dislike. The unit provides vocabulary practice, listening and reading comprehension topics about food preferences and dislikes. This aligns well with the beginner level requirement of asking about and describing likes and dislikes.

Intermediate Level: "Explain a personal response to a familiar situation."
- **Unit 08: School Subjects** could be suitable for this level. The learning outcomes include expressing opinions about different subjects and teachers. This aligns with the intermediate level requirement of explaining a personal response to a familiar situation, such as expressing their thoughts about a particular subject or teacher.

Advanced Level: "Ask about and explain satisfaction and dissatisfaction."

Getting Started Course

- [Unit 1 Greetings and Introductions](#)
- [Unit 2 Asking How You Are](#)
- [Unit 3 Colours](#)
- [Unit 4 Numbers and Age](#)
- [Unit 5 Classroom Objects](#)
- [Unit 6 Classroom Commands](#)
- [Unit 7 Family](#)
- [Unit 8 Animals](#)
- [Unit 9 Food](#)

		● **Unit 10: My House** is a good fit for this level. The learning outcomes include describing their house, what rooms their home has, and where their house is located. The listening and reading comprehension topics include expressing opinions about their home and room. This aligns with the advanced level requirement of asking about and explaining satisfaction and dissatisfaction, as students can express their satisfaction or dissatisfaction with their living situation. The units' assessments, both auto-marked and manually marked, would also provide opportunities for students to demonstrate their understanding and application of the curriculum standard.	● [Unit 10 Days of the Week and Weather](#) **Beginners Course** Units 1,3,6,7,8,9 ● [Unit 01 Greetings and-Introductions](#) ● [Unit 3The Classroom](#) ● [Unit 6 Talking about Meals](#) ● [Unit 7 Describing People](#) ● [Unit 8 School Subjects](#) ● [Unit 9 Leisure Activi](#)
	Ask questions and describe actions	**Beginner Level: "Ask for, give and respond to simple directions."** ● **Unit 1: Greetings and Introductions:** This unit teaches students how to introduce themselves and ask someone else's name. This aligns with the beginner level standard as it involves asking for and giving simple information. ● **Unit 3: The Classroom:** This unit teaches students how to make basic requests to their teacher, which aligns with the beginner level standard of asking for simple directions. **Intermediate Level: "Request information about and describe travel plans."** ● **Unit 5: Countries and Nationalities:** This unit teaches students how to talk about which country they live in or have lived in, which could be extended to discussing travel plans. ● **Unit 6: Talking About Meals:** This unit teaches students how to order at a café or restaurant, which is a common scenario when travelling. **Advanced Level: "Make and respond to suggestions or requests in formal situations such as in a shop, restaurant or airport."** ● **Unit 6: Talking About Meals:** This unit teaches students how to order at a café or restaurant, which is a formal situation where they would need to make and respond to requests. ● **Unit 10: My House:** This unit teaches students how to describe their house and its location, which could be extended to describing a house or location in a formal situation, such as renting a house or booking a hotel room.	**Getting Started Course** ● [Unit 1 Greetings and Introductions](#) ● [Unit 2 Asking How You Are](#) ● [Unit 3 Colours](#) ● [Unit 4 Numbers and Age](#) ● [Unit 5 Classroom Objects](#) ● [Unit 6 Classroom Commands](#) ● [Unit 7 Family](#) ● [Unit 8 Animals](#) ● [Unit 9 Food](#) ● [Unit 10 Days of the Week and Weather](#) **Beginners Course** ● [Unit 01 Greetings and-Introductions](#) ● [Unit 2 Family and Pets](#)

		Differentiating within one lesson: - **In Unit 1, beginner students** learn how to ask and answer basic questions about themselves and others, such as "What's your name?" and "How are you?" **Intermediate and advanced students** can build on the foundational language skills learned at the start of each smart lesson by engaging with the more complex content that is available in the middle to the end of each smart EP lesson. - For example, **in Unit 1,** beginner students learn basic German greetings and introductions. Intermediate and advanced students can build on this by practising more advanced conversation skills in the extended responses sections of the writing and speaking lessons. Similarly, **in Unit 3,** beginner students learn common classroom phrases, while intermediate and advanced students can practise more complex dialogue with teachers and classmates, and engage in role-play scenarios that require more sophisticated language skills. - The scaffolded content in Education Perfect's smart lessons allows intermediate and advanced students to continue building on their language proficiency by completing the more challenging content available in each lesson. This ensures that students of all proficiency levels can work on the same topics, but at a level that is appropriate for their abilities.	- [Unit 3The Classroom](#) - [Unit 4 Dates and Birthdays](#) - [Unit 5 Countries and Nationalities](#) - [Unit 6 Talking about Meals](#) - [Unit 7 Describing People](#) - [Unit 8 School Subjects](#) - [Unit 9 Leisure Activities](#) - [Unity 10 My House](#)
	Use a range of communication strategies to facilitate interactions in familiar contexts	In each EP Languages unit, students encounter a wealth of spoken input that demonstrates effective communication within the context of the unit's topic. This exposure helps them understand how to exchange information using the target language. EP's interactive features, such as information slides, annotated text, media integration, and embedded external content, are valuable tools in learning key expressions and vocabulary. Information slides introduce new concepts or provide a recap at the end of a lesson, requiring students to spend a minimum of three seconds on each slide before moving forward. Annotated text is useful for providing elaborations or hints, while media integration allows teachers to incorporate audio, images, or videos to engage students or serve as question prompts. The embed feature enables the integration of external resources, helping students to learn essential expressions and vocabulary for asking for help or clarification when they encounter difficulties with specific concepts or language structures. Additionally, the automatic explanations provided in quizzes when students make errors are valuable learning opportunities for understanding the correct answer and expanding their knowledge.	**Getting Started Course** - [Unit 1 Greetings and Introductions](#) - [Unit 2 Asking How You Are](#) - [Unit 3 Colours](#) - [Unit 4 Numbers and Age](#) - [Unit 5 Classroom Objects](#) - [Unit 6 Classroom Commands](#) - [Unit 7 Family](#) - [Unit 8 Animals](#) - [Unit 9 Food](#)

		Example of application: **Beginner Level: "Ask for help or clarification of what is being said or done."** ● Unit: "Unit 1 Greetings and Introductions" ● How it aligns: This unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are basic communication strategies that beginners can use to ask for help or clarification in a familiar context. For example, they can ask "Wie heißt du?" (What is your name?) when they need to clarify someone's name. **Intermediate Level: "Offer to explain or clarify for others."** ● Unit: "Unit 03: The Classroom" ● How it aligns: This unit teaches students how to use common classroom phrases, talk about common classroom items, make basic requests to their teacher, and offer apologies. These skills can be used by intermediate students to offer explanations or clarifications to others. For example, they can explain what items are in the classroom or make requests in the classroom. **Advanced Level: "Paraphrase, elaborate on and clarify group contributions."** ● Unit: "Unit 09: Leisure Activities" ● How it aligns: This unit teaches students how to talk about what activities they like or dislike, say when they do different activities, and list different activities. Advanced students can use these skills to paraphrase, elaborate on, and clarify group contributions about leisure activities. For example, they can elaborate on why they like or dislike certain activities, or clarify when they do these activities.	● [Unit 10 Days of the Week and Weather](#) **Beginners Course** ● [Unit 01 Greetings and-Introductions](#) ● [Unit 2 Family and Pets](#) ● [Unit 3The Classroom](#) ● [Unit 4 Dates and Birthdays](#) ● [Unit 5 Countries and Nationalities](#) ● [Unit 6 Talking about Meals](#) ● [Unit 7 Describing People](#) ● [Unit 8 School Subjects](#) ● [Unit 9 Leisure Activities](#) ● [Unity 10 My House](#)
Applying knowledge of language systems to interact in the target language	**Use features of the sound system in spoken interactions**	EP Languages units are designed to provide students with ample listening and speaking input, which models the exchange of information on the topic of the unit. EP helps students develop their ability to use the features of the sound system in spoken interactions through its listening comprehension section. In this section of each unit, **students are exposed to 8-10 listening comprehension texts,** recorded by native speakers, that highlight various features of the target language sound system, such as pitch, rhythm, stress, and intonation. By listening to and analysing these texts, students can develop their listening skills and improve their ability to recognise and reproduce these features in their own speech.	**Getting Started Course** ● [Unit 1 Greetings and Introductions](#) ● [Unit 2 Asking How You Are](#) ● [Unit 3 Colours](#) ● [Unit 4 Numbers and Age](#) ● [Unit 5 Classroom Objects](#)

		Another key feature of EP's language units is the speaking section. In this section, students are required to complete a variety of speaking tasks that enable them to practice and refine their pronunciation skills. For example, students are given exercises to practice word-level and sentence-level pronunciation, which allows them to focus on the different aspects of the target language sound patterns. One effective technique used in EP's speaking section is the vocabulary list activity. This activity requires students to record their pronunciation of a word, listen back to their recording, and compare it to a native speaker's recording. By repeating the word as many times as necessary, students can perfect their pronunciation of individual words. Similarly, the sentence-level pronunciation activity allows students to practice the correct intonation and stress patterns for sentences, which is essential for effective communication in the target language.	- [Unit 6 Classroom Commands](#) - [Unit 7 Family](#) - [Unit 8 Animals](#) - [Unit 9 Food](#) - [Unit 10 Days of the Week and Weather](#) **Beginners Course** - [Unit 01 Greetings and-Introductions](#) - [Unit 2 Family and Pets](#) - [Unit 3The Classroom](#) - [Unit 4 Dates and Birthdays](#) - [Unit 5 Countries and Nationalities](#) - [Unit 6 Talking about Meals](#) - [Unit 7 Describing People](#) - [Unit 8 School Subjects](#) - [Unit 9 Leisure Activities](#) - [Unity 10 My House](#)
	Use relevant and familiar vocabulary from a range of themes to create texts	Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes.EP does this through various activities and resources, including: 1. **Comprehensive Vocabulary Glossaries:** EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.	**Getting Started Course** - [Unit 1 Greetings and Introductions](#) - [Unit 2 Asking How You Are](#) - [Unit 3 Colours](#) - [Unit 4 Numbers and Age](#) - [Unit 5 Classroom Objects](#) - [Unit 6 Classroom Commands](#)

2. **Thematic Vocabulary:** EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example:
   - Beginner students focus on themes such as family, pets, friends, home, and school.
   - Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.
   - Advanced students delve into themes such as music, clothing, travel, and technology.
3. **Multimedia Resources:** EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarises them with the vocabulary used in real-life situations.
4. **Interactive Activities:** The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts

Beginner Level: Themes such as family, pets, friends, home, and school.
- Unit 1: Greetings and Introductions - This unit introduces students to basic greetings and introductions, which can be used in the context of family, friends, home, and school.
- Unit 2: Family and Pets - This unit directly aligns with the theme of family and pets, teaching students how to talk about their family members and pets.
- Unit 3: The Classroom - This unit aligns with the theme of school, teaching students how to use common classroom phrases and talk about common classroom items.

Intermediate Level: Themes such as neighbourhood, daily routines, sports, and leisure.
- Unit 5: Countries and Nationalities - This unit can be related to the theme of neighbourhood as it teaches students to talk about which country they live in.
- Unit 6: Talking About Meals - This unit aligns with the theme of daily routines as it teaches students to talk about what they eat for different meals.
- Unit 9: Leisure Activities - This unit directly aligns with the themes of sports and leisure, teaching students to talk about what activities they like or dislike.

Advanced Level: Themes such as music, clothing, travel, and technology.

		• Intermediate Unit 3: Clothing - Even though this unit is at the Intermediate level, it can be used to challenge Advanced students. The unit covers vocabulary and conversations related to clothing, aligning with the theme of clothing. • Intermediate Unit 10: Past Holidays - This unit can align with the theme of travel. It covers vocabulary and conversations related to past holidays and travel experiences. • Advanced Unit 11: Technology - This unit directly aligns with the theme of technology. It covers vocabulary and conversations related to different aspects of technology. The introductory sections of these units, which are typically more basic, can be particularly useful for challenging Advanced students. As students progress, the units will likely become more complex, allowing students to continue learning and growing within the theme. Again, it's important to note that all of Education Perfect's resources can be edited and customized to suit different school contexts, and the content can be rearranged to suit faculty schemes of work. This allows for flexibility in aligning the platform's content with various curriculum standards.	
	Use structures and features of the grammatical system to interact	In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point. The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language. The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students	**Beginners** Units 1-10 (Grammar sections. **Beginners Course** • Unit 01 Greetings and-Introductions • Unit 2 Family and Pets • Unit 3The Classroom • Unit 4 Dates and Birthdays • Unit 5 Countries and Nationalities • Unit 6 Talking about Meals • Unit 7 Describing People • Unit 8 School Subjects

to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.

- **Unit 1: Greetings and Introductions** - This unit aligns with the curriculum standard by teaching students how to use personal pronouns and the conjugation of verbs 'heißen', 'sein', and 'gehen' to interact and communicate effectively in German. The unit's focus on greetings and introductions provides a practical context for these grammatical structures.
- **Unit 2: Family and Pets** - This unit introduces students to the definite and indefinite articles, and compound words, which are essential structures of the German grammatical system. Students learn to use these structures to talk about their family and pets.
- **Unit 3: The Classroom** - This unit focuses on the command form, conjugation of 'haben', and verbs 'dürfen' and 'können'. These grammatical features are used to interact in a classroom **setting, making requests, and offering apologies.**
- **Unit 4: Dates and Birthdays** - This unit introduces possessive pronouns, dates and ages, and word order in statements and questions. These grammatical structures are used to interact by talking about birthdays, dates, and age.
- **Unit 5: Countries and Nationalities** - This unit covers word formation, conjugation of regular -en verbs, 'sprechen', and Präteritum - simple past. These grammatical structures are used to interact by talking about countries, nationalities, and languages.
- **Unit 6: Talking About Meals** - This unit introduces the conjugation of 'mögen', 'möchten', 'essen', 'trinken', and plural nouns. These grammatical structures are used to interact by talking about food preferences and meals.
- **Unit 7: Describing People** - This unit covers adjective endings and separable verbs. These grammatical structures are used to interact by describing oneself and others.
- **Unit 8: School Subjects** - This unit introduces negation with 'nicht' and conjugation of 'gefallen'. These grammatical structures are used to interact by talking about school subjects and expressing likes or dislikes.
- **Unit 9: Leisure Activities** - This unit covers the conjugation of 'lesen', 'sehen', 'fahren', and sentence structure and word order. These grammatical structures are used to interact by talking about leisure activities.

		● **Unit 10: My House** - This unit introduces the cases (declination) and der/die/das, ein/eine, mein/dein/sein/ihr. These grammatical structures are used to interact by describing one's house and its location.	
Applying knowledge of the target language culture(s) to interact	**Use language that is appropriate to cultural practices and values to interact**	EP includes a cultural lesson that complements each Beginners Course unit. **Beginner Level: "Use verbal and nonverbal language for greetings appropriate to the context, purpose and audience of the interaction".** ● Unit 1: Greetings and Introductions aligns with this standard. The unit focuses on teaching students how to greet someone, introduce themselves, and ask someone else's name, which are all fundamental aspects of verbal and nonverbal communication. The cultural focus on Germany also provides a context for these interactions. **Intermediate Level: "Use verbal and nonverbal language for expressing disbelief or surprise appropriate to the context, purpose and audience of the interaction".** ● Unit 3: The Classroom could be aligned with this standard. The unit teaches students how to use common classroom phrases, make basic requests to their teacher, and offer apologies. These skills could be used to express disbelief or surprise in a classroom context. For example, a student might express surprise when learning about a new topic or disbelief about a grade they received.Teachers could add lessons or exercises that specifically focus on expressions of disbelief or surprise. This could include phrases like "Das kann nicht sein!" (That can't be!) or "Unglaublich!" (Incredible!) in German. **Advanced Level: "Use appropriate idioms in interactions".** ● While EPunits do not explicitly teach idioms, teachers could include idioms as part of their content. For Unit 6: Talking About Meals, teachers could introduce idioms related to food and eating, such as "Das ist mir Wurst" (That's sausage to me, meaning "I don't care"). ● In Unit 9: Leisure Activities, teachers could introduce idioms related to sports or hobbies, such as "Das ist kein Pappenstiel" (That's not a piece of cake, meaning "That's not easy") or "jemandem die Daumen drücken" (press the thumbs for someone, meaning "to keep fingers crossed for someone")	**Getting Started Course** ● [Unit 1 Greetings and Introductions](#) ● [Unit 2 Asking How You Are](#) ● [Unit 3 Colours](#) ● [Unit 4 Numbers and Age](#) ● [Unit 5 Classroom Objects](#) ● [Unit 6 Classroom Commands](#) ● [Unit 7 Family](#) ● [Unit 8 Animals](#) ● [Unit 9 Food](#) ● [Unit 10 Days of the Week and Weather](#) **Beginners Course** ● [Unit 01 Greetings and-Introductions](#) ● [Unit 2 Family and Pets](#) ● [Unit 3The Classroom](#) ● [Unit 4 Dates and Birthdays](#) ● [Unit 5 Countries and Nationalities](#) ● [Unit 6 Talking about Meals](#) ● [Unit 7 Describing People](#) ● [Unit 8 School Subjects](#) ● [Unit 9 Leisure Activities](#) ● [Unity 10 My House](#)

Understanding Texts:

(Listening, Speaking, Reading,Writing)

Outcome: ML4-UND-01

Interprets and responds to information, opinions and ideas in texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
Understanding and responding to spoken, written and multimodal target language texts	**Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes**	In the Beginner Language units, EP provides comprehensive listening and reading comprehension sections in each unit. Each unit comprises ten listening comprehension texts and ten reading comprehension texts, exposing students to diverse text types such as blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, and brochures. Students are required to answer various comprehension questions based on these texts, which include multiple-choice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills. Students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts. Examples of the types of texts at different levels include: ● Beginner: Texts such as a dialogue between two people discussing their family. These texts introduce students to basic vocabulary, sentence structure, and conversation patterns, allowing them to develop foundational language skills. ● Intermediate: Texts such as an email to a friend describing weekend activities. These texts help students expand their vocabulary and practice more complex grammatical structures.	Beginners Units 1-10 (comprehension sections) ● [Listening Lessons](#)

		They also encourage students to engage in a variety of topics and practise expressing their thoughts and opinions in the target language. • Advanced: Texts in the target language with questions in the target language challenge students to understand and respond to sophisticated language use, including authentic expressions, advanced vocabulary, and complex sentence structures.	
	Content descriptor: Develop and use comprehension strategies to interpret information, opinions and ideas in texts	These units focus on discussing personal information such as family, pets, countries of residence, nationality, and personal descriptions. Through a comprehensive approach, EP ensures that students at all levels, from beginners to advanced learners, can effectively develop and use comprehension strategies to better understand and interpret texts. Beginner students activate, use, and share prior knowledge to understand texts, while intermediate students rely on contextual clues. Advanced students are expected to summarise and explain the main ideas in extended response sections. Education Perfect helps students develop comprehension strategies by offering: • Listening and reading lessons with authentic spoken, written, and multimodal texts. • A large bank of video lessons and activities to locate and process information and ideas. • Introduction lessons that introduce key language concepts. • Over 300 original listening and reading comprehension texts per language, scaffolded to cater to different skill levels.	Beginners Units 1-10 (comprehension sections) • Listening comprehension lessons • Reading comprehension lessons
	Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting	• EP supports students in responding appropriately to texts in the target language or English. The platform offers a range of resources, activities, and methods to ensure students can practise listening, reading, writing, and speaking skills while interpreting information, opinions, and ideas.EP enhances students' comprehension and engagement with genuine content by providing diverse resources.	Beginners Units 1-10 (comprehension sections) • Listening comprehension lessons • Reading comprehension lessons

	information, opinions and ideas	• The platform accommodates different proficiency levels, ensuring that all students benefit from interacting with authentic texts. *Example:* • Beginner students create English responses based on target language narrative texts, while intermediate students can develop target language responses in the immersion smart lessons. Advanced students can focus on classifying and presenting data extracted from target language factual texts, such as websites or other text types	
	Demonstrate understanding of the context, purpose and audience in predictable texts	By using EP's Listening and Reading Comprehension Sections, teachers can guide students through various stages of language learning, gradually introducing them to more complex language structures, text types, and cultural elements. This approach helps students develop a well-rounded understanding of the context, purpose, and audience in predictable texts, ultimately improving their overall language proficiency. *Example:* • Beginner: At this stage, teachers can ask beginner students to identify and use different structures and linguistic features from a range of text types offered by EP. This helps students gain familiarity with the building blocks of language and develop a solid foundation for further learning. • Intermediate: As students progress throughout the smart lesson and get more challenging content, teachers can challenge them to identify and explain how texts are constructed, including text features such as greetings in correspondence. This level of analysis allows students to develop a deeper understanding of language use in different contexts and appreciate the nuances of communication. • Advanced: At this stage, teachers can ask advanced students to identify cultural references in texts and explain their effect on the audience. This higher-order thinking skill enables students to recognise the impact of culture on language and communication, fostering a more profound understanding of the target language	beginners Units 1-10 (comprehension sections) • [Listening comprehension lessons](#) • [Reading comprehension lessons](#)
Applying knowledge of language systems	**Use knowledge of features of the sound**	EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system,	Beginners Units 1-10 (listening comprehension sections) • [Listening comprehension lessons](#)

to understand and respond to target language texts	system to understand texts	including pitch, rhythm, stress, and intonation, which helps them better understand spoken texts.	●
	Use knowledge of sound–symbol correspondences to understand and respond to texts	The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound–symbol correspondences and respond more accurately to spoken texts.	Beginners Units 1-10 (listening comprehension sections) ● [Listening comprehension lessons](#) ●
	Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts	Languages units cover a wide range of themes and topics, providing students with a rich vocabulary. This extensive vocabulary enables them to understand and respond to texts effectively.	Beginners Units 1-10 (listening and reading comprehension sections) ● [Listening comprehension lessons](#) ● [Reading comprehension lessons](#)
	Use knowledge of structures and features of the grammatical system to understand and respond to texts	**Unit 1: Greetings and Introductions** The unit covers the use of personal pronouns and the conjugation of verbs like 'heißen', 'sein', and 'gehen', which are fundamental aspects of the grammatical system. The listening and reading comprehension topics, such as monologues, conversations, and texts about introductions and expressing feelings, help students understand and respond to texts. **Unit 2: Family and Pets** The unit introduces students to the use of definite and indefinite articles, which are key grammatical structures in German. The listening and reading comprehension topics about family and pets provide students with practical contexts to apply their grammatical knowledge. **Unit 3: The Classroom**	Beginners Units 1-10 ● [Listening comprehension lessons](#) ● [Reading comprehension lessons](#) ● Grammar lessons

This unit covers the command form, the conjugation of 'haben', and the verbs 'dürfen' and 'können', which are essential grammatical features.
The listening and reading comprehension topics about classroom items and interactions provide students with opportunities to understand and respond to texts using these grammatical structures.

Unit 4: Dates and Birthdays

The unit covers possessive pronouns, dates and ages, and word order in statements and questions, which are important grammatical structures. The listening and reading comprehension topics about birthdays, dates, and age provide students with practical contexts to apply their grammatical knowledge.

Unit 5: Countries and Nationalities

This unit covers word formation for country, people, languages, the conjugation of regular -en verbs, and 'sprechen', and the Präteritum - simple past, which are key grammatical features.
The listening and reading comprehension topics about countries and nationalities provide students with opportunities to understand and respond to texts using these grammatical structures.

Unit 6: Talking About Meals

The unit covers the conjugation of 'mögen', 'möchten', 'essen', 'trinken', and plural nouns, which are fundamental aspects of the grammatical system.
The listening and reading comprehension topics about food preferences and meals provide students with practical contexts to apply their grammatical knowledge.

Unit 7: Describing People

This unit covers adjective endings and separable verbs, which are key grammatical features.

The listening and reading comprehension topics about describing oneself and others provide students with opportunities to understand and respond to texts using these grammatical structures.

Unit 8: School Subjects

The unit covers negation with 'nicht' and the conjugation of 'gefallen', which are important grammatical structures.
The listening and reading comprehension topics about school subjects and teachers provide students with practical contexts to apply their grammatical knowledge.

Unit 9: Leisure Activities

This unit covers the conjugation of 'lesen', 'sehen', and 'fahren', and sentence structure and word order, which are key grammatical features.
The listening and reading comprehension topics about hobbies and leisure activities provide students with opportunities to understand and respond to texts using these grammatical structures.

Unit 10: My House

The unit covers the cases (declination) and der/die/das, the cases (declination) and ein/eine, and the cases (declination) and mein/dein/sein/ihr, which are fundamental aspects of the grammatical system.
The listening and reading comprehension topics about home and living situations provide students with practical contexts to apply their grammatical knowledge.

The course materials provide comprehensive coverage of the topics, and the vocabulary lists help students understand and use the key terms and phrases. The assessments, both auto-marked and manually marked, provide opportunities for students to demonstrate their understanding and application of the grammatical structures and features. The manually marked assessments also provide opportunities for personalized feedback and guidance.

		Moreover, the platform's interactive nature and immediate feedback system allow students to learn at their own pace and understand their strengths and weaknesses. This helps them to focus on areas that need improvement, thus enhancing their understanding and application of the grammatical system.	
	Recognise and use structures and features of the target language writing system to understand and respond to texts	**Unit 1: Greetings and Introductions** This unit aligns with the curriculum standard by teaching students the basic structures and features of the German language, such as personal pronouns and the conjugation of verbs like 'heißen', 'sein', and 'gehen'. The unit's focus on listening and reading comprehension topics, such as introductions to new people and expressing feelings, allows students to understand and respond to texts in the target language. **Unit 2: Family and Pets** This unit introduces students to the definite and indefinite articles in German, which are crucial structures in the language. The unit also covers compound words, further expanding students' understanding of the language's features. The listening and reading comprehension topics focus on family and pets, providing context for students to apply their understanding. **Unit 3: The Classroom** This unit focuses on common classroom phrases and items, which are practical and relevant to students. It introduces the command form and the conjugation of 'haben', 'dürfen', and 'können', which are essential structures in German. The unit's listening and reading comprehension topics provide students with opportunities to understand and respond to texts related to the classroom context. **Unit 4: Dates and Birthdays** This unit introduces possessive pronouns, dates, ages, and word order in statements and questions. These are key structures and features of the German language. The unit's listening and reading comprehension topics,	Beginners Units 1-10 (listening comprehension sections) ● [Listening comprehension lessons](#) ● [Reading comprehension lessons](#) ● Grammar lessons ● [Authentic Video Lessons](#)

such as discussing ages, birthdays, and significant dates, provide students with practical contexts to apply their understanding.

Unit 5: Countries and Nationalities

This unit introduces students to the conjugation of regular -en verbs and 'sprechen', as well as the Präteritum (simple past), which are crucial structures in German. The unit's listening and reading comprehension topics, such as discussing countries, nationalities, and languages, provide students with opportunities to understand and respond to texts in the target language.

Unit 6: Talking About Meals

This unit introduces the conjugation of 'mögen', 'möchten', 'essen', and 'trinken', as well as plural nouns. These are key structures and features of the German language. The unit's listening and reading comprehension topics, such as discussing food preferences and meals, provide students with practical contexts to apply their understanding.

Unit 7: Describing People

This unit introduces adjective endings and separable verbs, which are crucial structures in German. The unit's listening and reading comprehension topics, such as describing oneself and others, provide students with opportunities to understand and respond to texts in the target language.

Unit 8: School Subjects

This unit introduces the negation with 'nicht' and the conjugation of 'gefallen'. These are key structures and features of the German language. The unit's listening and reading comprehension topics, such as discussing school subjects and teachers, provide students with practical contexts to apply their understanding.

Unit 9: Leisure Activities

This unit introduces the conjugation of 'lesen', 'sehen', and 'fahren', as well as sentence structure and word order. These are crucial structures in German. The unit's listening and reading comprehension topics, such as discussing hobbies and leisure activities, provide students with opportunities to understand and respond to texts in thetarget language.

Unit 10: My House

This unit introduces the cases (declination) and the use of der/die/das, ein/eine, and mein/dein/sein/ihr. These are key structures and features of the German language. The unit's listening and reading comprehension topics, such as describing one's home and its location, provide students with practical contexts to apply their understanding.

Moreover, the platform's interactive nature and immediate feedback system assist students in identifying their strengths and areas for improvement, allowing for targeted learning and progress. The platform's use of repetition and spaced repetition also helps to reinforce learning and improve long-term retention of the language's structures and features.

	Use familiar metalanguage to compare target language structures and features with English	EP Languages units often use familiar metalanguage to help students understand the differences and similarities between the target language and English. This comparative approach facilitates a deeper understanding of the target language's structures and features, which, in turn, aids comprehension and response to texts. Tecahers can delve deeper into how some of these German language structures can be compared to English using metalanguage: **Unit 1: Greetings and Introductions** The use of personal pronouns and conjugation of verbs like 'heißen', 'sein', and 'gehen' can be compared with their English counterparts. Students can use metalanguage to discuss these grammatical structures. In German, personal pronouns are 'ich' (I), 'du' (you, singular informal), 'er' (he), 'sie' (she), 'es' (it), 'wir' (we), 'ihr' (you, plural informal), 'Sie' (you, formal), and 'sie' (they). These can be compared to English personal pronouns. For example, in English, we use 'you' for both singular and	Beginners Units 1-10 ● [Listening comprehension lessons](#) ● [Reading comprehension lessons](#) ● Grammar lessons ● [Authentic Video Lessons](#)

plural, formal and informal, whereas in German, there are different pronouns for these contexts.

Unit 2: Family and Pets
The use of definite and indefinite articles in German can be compared with their usage in English. The concept of compound words can also be compared. German has gendered and case-based definite articles 'der' (masculine), 'die' (feminine), 'das' (neuter), and 'die' (plural). Indefinite articles are 'ein' (masculine and neuter) and 'eine' (feminine). In English, we have 'the' as the definite article and 'a/an' as the indefinite article, with no gender or case distinctions.

Unit 3: The Classroom
The command form, the conjugation of 'haben', and the verbs 'dürfen' and 'können' can be compared with English equivalents. In German, the command form (Imperative) is used to give orders or instructions. It's formed differently than in English. For example, the command "Read the book!" in English would be "Lies das Buch!" in German, where "Lies" is the command form of "lesen" (to read).

Unit 4: Dates and Birthdays
The use of possessive pronouns, dates, and ages, and word order in statements and questions can be compared with English. German possessive pronouns like 'mein' (my), 'dein' (your), 'sein' (his), 'ihr' (her/their), etc., agree with the gender, number, and case of the noun they refer to. In English, possessive pronouns don't change form.

Unit 5: Countries and Nationalities
The formation of words related to country, people, languages, the conjugation of regular -en verbs, and 'sprechen', and the Präteritum (simple past) can be compared with English. In German, words related to country, people, and languages are often formed by compounding, which is different from English. For example, 'Deutschland' (Germany), 'Deutsche' (German, as in a person), 'Deutsch' (German, as in the language).

Unit 6: Talking About Meals

The conjugation of 'mögen', 'möchten', 'essen', 'trinken', and the concept of plural nouns can be compared with English. German plural formation is more complex than English, with several different endings based on the gender and the last letter of the noun. English typically just adds 's' or 'es'.

Unit 7: Describing People
The use of adjective endings and separable verbs can be compared with English.In German, adjectives change their endings based on the gender, number, and case of the noun they modify. In English, adjectives don't change form.

Unit 8: School Subjects
The use of negation with 'nicht' and the conjugation of 'gefallen' can be compared with English.In German, 'nicht' is used for negation and can be placed in different positions in the sentence based on what is being negated. In English, we use 'not' and its position is more fixed.

Unit 9: Leisure Activities
The conjugation of 'lesen', 'sehen', and 'fahren', and sentence structure and word order can be compared with English.German has a flexible sentence structure where parts of the sentence can be moved around for emphasis, and the verb often goes to the end in subordinate clauses. English has a more fixed word order (Subject-Verb-Object).

Unit 10: My House
The cases (declination) and the use of der/die/das, ein/eine, and mein/dein/sein/ihr can be compared with English. German has four cases: nominative, accusative, dative, and genitive, which affect articles, adjectives, and sometimes noun endings. English has lost its case system except in pronouns.

Developing intercultural understanding	Respond to texts by reflecting on how language is connected with	**Beginner Level:** The curriculum standard for beginners involves observing interactions between speakers of the target language in a range of contexts to	Beginners Units 1-10 ● Listening comprehension lessons ● Reading comprehension lessons

| through target language texts | cultural practices and values, and how this is evident in their own language(s), culture(s) and identity | recognize elements that reflect cultural practices and values, and compare this with their own culture(s).

Unit 1: Greetings and Introductions - This unit can help beginners understand the basic cultural practices of greetings and introductions in German-speaking cultures. Students can compare these practices with their own culture(s) and reflect on the differences and similarities. The cultural focus in this unit is on Germany and Umlaute, which can provide a starting point for discussions about cultural practices and values.

Intermediate Level:

The curriculum standard for intermediate learners involves reflecting on how their cultural perspectives may have expanded since learning the target language and discussing if this has affected their sense of identity.

Unit 5: Countries and Nationalities - This unit can help intermediate learners reflect on their expanded cultural perspectives. As they learn about German-speaking countries and nationalities, they can discuss how this knowledge has affected their sense of identity. The cultural focus in this unit is on German in Europe and German around the globe, which can provide a basis for discussions about cultural perspectives and identity.

Advanced Level:

The curriculum standard for advanced learners involves discussing and reflecting on the meaning and use of idioms and colloquialisms in texts and how they reveal the culture of target language-speaking country(ies) and how they compare to equivalent language in English and in other languages.

Unit 7: Describing People - This unit can help advanced learners delve deeper into the language and culture of German-speaking countries. They can discuss and reflect on the use of adjectives and separable verbs in describing people, and how these linguistic elements reveal cultural practices and values. The cultural focus in this unit is on Carnival in Germany, which can provide a rich context for discussions about idioms, | ● Grammar lessons
● Authentic Video Lessons |

| | | colloquialisms, and culture.
a springboard for further discussion about the relationship between language and culture. | |

Creating Texts:

(Speaking, Writing)

Outcomes: ML4-CRT-01

Create a range of texts for familiar communicative purposes by using culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience	Create informative texts to describe and share information about themselves and their personal world	**Beginner Level: The curriculum standard for beginners requires students to create a text to describe an Australian animal and its features in the target language, making connections with local Aboriginal Languages of the same animal, such as Kookaburra/Gugubarra (Wiradjuri)** In the context of the German units provided, the "Unit 02: Family and Pets" could be adapted to meet this standard. Students could learn to describe an Australian animal as if it were a pet, using the vocabulary and grammar points taught in this unit. They could also learn the Aboriginal name of the animal and include it in their description. **Intermediate Level: The curriculum standard for intermediate students requires them to create a text to present an Acknowledgement of Country in the target language.** This could be achieved using "Unit 05: Countries and Nationalities". Students could learn to talk about Australia, its Aboriginal heritage, and its place in the world. They could also learn to express their respect for the traditional custodians of the land in the target language. **Advanced Level: The curriculum standard for advanced students requires them to create a text in the target language to explain one or more aspects of Aboriginal and/or Torres Strait Islander astronomies.**	**Beginners Course** Units 1-10 (writing and speaking sections) - Unit 01 Greetings and-Introductions - Unit 2 Family and Pets - Unit 3The Classroom - Unit 4 Dates and Birthdays - Unit 5 Countries and Nationalities - Unit 6 Talking about Meals - Unit 7 Describing People - Unit 8 School Subjects - Unit 9 Leisure Activities - Unity 10 My House

This could be achieved using "Unit 09: Leisure Activities". Students could learn to talk about astronomy as a leisure activity, using the vocabulary and grammar points taught in this unit. They could also learn to explain specific aspects of Aboriginal and/or Torres Strait Islander astronomies in the target language.

| Create imaginative texts | **Beginner Level: "a role-play between two people discussing their opinions about school".**

Unit 03: The Classroom is the most appropriate for this level. The learning outcomes and course material of this unit focus on common classroom phrases, talking about common classroom items, making basic requests to the teacher, and offering apologies. The role-play can be a conversation between two students discussing their opinions about different classroom items, their teachers, and the subjects they are studying.

Intermediate Level: "a picture book to describe significant people in their lives."

Unit 02: Family and Pets and Unit 07: Describing People can be used for this level. The learning outcomes of these units include describing oneself, family members, and pets. The picture book can include descriptions of family members and pets, using the vocabulary and grammar points learned in these units.

Advanced Level: "a short film on a topic of personal interest."

This can be aligned with multiple units depending on the student's personal interest. For instance, if a student is interested in food, **Unit 06: Talking About Meals** can be used. If the student is interested in hobbies or leisure activities, **Unit 09: Leisure Activities** would be appropriate. The short film can be a narrative or documentary-style presentation using the vocabulary and grammar points from the chosen unit.

In all these examples, the "Authentic Task" sections of each unit can be used as a basis for the imaginative texts. The tasks can be adapted to fit the format of the role-play, picture book, or short film. The assessments provided in each unit can | **Beginners Course** Units 1-10 (writing and speaking sections)

- Unit 01 Greetings and-Introductions
- Unit 2 Family and Pets
- Unit 3The Classroom
- Unit 4 Dates and Birthdays
- Unit 5 Countries and Nationalities
- Unit 6 Talking about Meals
- Unit 7 Describing People
- Unit 8 School Subjects
- Unit 9 Leisure Activities
- Unity 10 My House |

		also be used to evaluate the students' understanding and application of the vocabulary and grammar points in their imaginative texts.	
	Use familiar text features	**Beginner Level: "Use elements of common text types such as beginning and ending an informal email."** **Unit 1: Greetings and Introductions** could be aligned with this standard. The unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are common elements in beginning an informal email. For example, the "Writing: Greetings and Introductions" lesson could help students learn how to start and end an email in German. **Intermediate Level: "Use cohesive devices such as connectives to sequence actions."** **Unit 3: The Classroom** could be suitable for this standard. The unit covers common classroom phrases and making basic requests to the teacher, which could involve using connectives to sequence actions. For instance, in the "Speaking: The Classroom" lesson, the teacher might introduce new connective devices for students to sequence their requests or responses. **Advanced Level: "Use specific structures and features of text types such as style and layout."** **Unit 10: My House** could align with this standard. The unit teaches students to describe their house, the rooms, and their location. This could involve using specific structures and features of text types. For example, the "Writing: My House" lesson could require students to write a detailed description of their house, using specific text structures and features.	Beginners Units 1-10 (writing and speaking sections) ● [Unit 01 Greetings and-Introductions](#) ● [Unit 2 Family and Pets](#) ● [Unit 3The Classroom](#) ● [Unit 4 Dates and Birthdays](#) ● [Unit 5 Countries and Nationalities](#) ● [Unit 6 Talking about Meals](#) ● [Unit 7 Describing People](#) ● [Unit 8 School Subjects](#) ● [Unit 9 Leisure Activities](#) ● [Unity 10 My House](#)

Applying knowledge of language systems to create texts in the target language texts	**Use features of the sound system to create spoken texts**	EP Languages units include speaking sections with recordings from native speakers. These activities introduce students to target language sound features such as pitch, rhythm, stress, and intonation. Students are encouraged to mimic these sounds by repeating them or recording their answers. By listening back to their recordings, students can self-assess and adjust their pronunciation. The speaking lessons contain exercises that practice word-level and sentence-level pronunciation, allowing students to focus on different aspects of target language sound patterns.	Beginners Units 1-10 (speaking sections) • Unit 01 Greetings and-Introductions • Unit 2 Family and Pets • Unit 3The Classroom • Unit 4 Dates and Birthdays • Unit 5 Countries and Nationalities • Unit 6 Talking about Meals • Unit 7 Describing People • Unit 8 School Subjects • Unit 9 Leisure Activities • Unity 10 My House
	Use sound–symbol correspondences to create written texts	EP helps students understand the relationships between sounds and symbols in the target language by providing vocabulary lists with native speaker recordings. Students can practise pronunciation and develop their phonetic awareness by recording and comparing their own pronunciation with that of a native speaker.	Beginners Units 1-10 (vocabulary and speaking sections) • Unit 01 Greetings and-Introductions • Unit 2 Family and Pets • Unit 3The Classroom • Unit 4 Dates and Birthdays • Unit 5 Countries and Nationalities • Unit 6 Talking about Meals • Unit 7 Describing People • Unit 8 School Subjects • Unit 9 Leisure Activities • Unity 10 My House

	Use relevant and familiar vocabulary from a range of themes to create texts	Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes.EP does this through various activities and resources, including:
		
		5. **Comprehensive Vocabulary Glossaries:** EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.
		6. **Thematic Vocabulary:** EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example:
		   • Beginner students focus on themes such as family, pets, friends, home, and school.
		   • Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.
		   • Advanced students delve into themes such as music, clothing, travel, and technology.
		7. **Multimedia Resources:** EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarises them with the vocabulary used in real-life situations.
		8. **Interactive Activities:** The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts
			Beginners Units 1-10 Vocabulary section of each lesson
			
			• [Unit 01 Greetings and-Introductions](#)
			• [Unit 2 Family and Pets](#)
			• [Unit 3The Classroom](#)
			• [Unit 4 Dates and Birthdays](#)
			• [Unit 5 Countries and Nationalities](#)
			• [Unit 6 Talking about Meals](#)
			• [Unit 7 Describing People](#)
			• [Unit 8 School Subjects](#)
			• [Unit 9 Leisure Activities](#)
			• [Unity 10 My House](#)

	Use structures and features of the grammatical system to create texts	In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.	Beginners Units 1-10 (Grammar and writing sections) • [Unit 01 Greetings and-Introductions](#) • [Unit 2 Family and Pets](#)

The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.

The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.

Unit 1: Greetings and Introductions - The introduction of personal pronouns and the conjugation of verbs like 'heißen', 'sein', and 'gehen' are directly tied to the unit's theme of greetings and introductions. Students learn these grammatical structures in the context of introducing themselves and others, which makes the learning more meaningful and applicable in real-life conversations.

Unit 2: Family and Pets - The use of definite and indefinite articles and compound words is taught in the context of talking about family and pets. This allows students to understand these grammatical features in a practical setting, enabling them to use these structures correctly when discussing their own or others' families and pets.

Unit 3: The Classroom - The command form, the conjugation of 'haben', and the verbs 'dürfen' and 'können' are learned in the context of classroom interactions. This context-based learning helps students to apply these grammatical structures appropriately when making requests or responding to commands in a classroom setting.

Unit 4: Dates and Birthdays - Possessive pronouns, expressions for dates and ages, and word order rules are taught in the context of discussing dates and birthdays. This enables students to use these grammatical features accurately when talking about their own or others' birthdays and significant dates.

Unit 5: Countries and Nationalities - The unit's focus on word formation, the conjugation of regular -en verbs, and 'sprechen', and the introduction of the

Präteritum (simple past) are all learned in the context of discussing countries and nationalities. This context-based learning approach helps students to apply these grammatical structures correctly when discussing their own or others' nationalities and countries of residence.

Unit 6: Talking About Meals - This unit introduces the conjugation of 'mögen', 'möchten', 'essen', 'trinken', and the concept of plural nouns in the context of discussing meals. This contextual learning helps students to use these grammatical structures accurately when talking about their food preferences, ordering at a restaurant, or discussing what they eat for different meals.

Unit 7: Describing People This unit covers adjective endings and separable verbs. These grammatical features are used to create texts about describing people.

Unit 8: School Subjects This unit covers negation with 'nicht' and the conjugation of 'gefallen'. These grammatical structures are used to create texts about school subjects.

Unit 9: Leisure Activities This unit covers the conjugation of 'lesen', 'sehen', and 'fahren', and sentence structure and word order. These grammatical structures are used to create texts about leisure activities.

Unit 10: My House This unit covers the cases (declination) and der/die/das, ein/eine, and mein/dein/sein/ihr. These grammatical structures are used to create texts about one's house.

| Use structures and features of the target language writing system to create written texts | EP offers writing exercises that help students practise and master the target language's writing system. By engaging with these activities, students develop the skills necessary to create written texts in the target language. | Beginners Units 1-10 (writing sections)

● Unit 01 Greetings and-Introductions
● Unit 2 Family and Pets
● Unit 3The Classroom |

Applying knowledge of the target language culture(s) to create texts	**Use language that is appropriate to cultural practices and values to create texts**	Each unit in the German course has a distinct cultural focus that provides students with a broader understanding of German culture and society. This cultural focus can be particularly useful for teachers who want to emphasise cultural aspects that may not be explicitly mentioned in the curriculum standards. Here's the cultural focus for each unit: • **Unit 1: Greetings and Introductions** - The cultural focus is on Germany and Umlaute. • **Unit 2: Family and Pets** - The cultural focus is on German dog breeds and German family life. • **Unit 3: The Classroom** - The cultural focus is on school in Germany. • **Unit 4: Dates and Birthdays** - The cultural focus is on celebrations in Germany. • **Unit 5: Countries and Nationalities** - The cultural focus is on German in Europe and German around the globe.. • **Unit 6: Talking About Meals** - The cultural focus is on German specialities. • **Unit 7: Describing People -** The cultural focus is on Carnival in Germany. • **Unit 8: School Subjects** - The cultural focus is on high school in Germany. • **Unit 9: Leisure Activities** - The cultural focus is on soccer in Germany. • **Unit 10: My House -** The cultural focus is on living in Germany. **Beginner Level: The curriculum standard for beginners is to "use appropriate forms of greetings and farewells in emails."**	Beginners Units 1–10 Integrated in the introduction section of each unit

The perfect unit for this example from NESA is "Unit 1: Greetings and Introductions". The cultural focus in this unit is on Germany and Umlaute, which provides students with a cultural context for their language learning. This can help students understand when and how to use appropriate forms of greetings and farewells in emails.

Intermediate Level: The curriculum standard for intermediate students is to "use formal and informal language registers to address the reader of a letter." The unit that aligns with this example from NESA is "Unit 3: The Classroom". The cultural focus in this unit is on School in Germany, which provides students with a cultural context for their language learning. This can help students understand when and how to use formal and informal language registers to address the reader of a letter.

Advanced Level: The curriculum standard for advanced students is to "use appropriate references to cultural and social practices such as celebrations." The unit that aligns with this example from NESA is "Unit 4: Dates and Birthdays". The cultural focus in this unit is on Celebrations in Germany, which provides students with a cultural context for their language learning. This can help students understand when and how to use appropriate references to cultural and social practices such as celebrations.

EP Lesson Recommendations:

For **Year 7-8 German** we would recommend a combination of our **Getting Started and Beginner German courses**. We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:

Getting Started with German:

Pre A1

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 01: Greetings and introductions	**Course Material** Unit 01.1: Introductions Unit 01.2: Greetings Unit 01.3: Goodbyes Unit 01.4: Practice Unit 01.5: Extension Unit 01.6: Speaking Unit 01.7 Authentic Task **Assessment** Assessment Unit 1
Unit 02: Asking how you are	**Course Material** Unit 02.1: Asking how you are Unit 02.2: Saying how you are Unit 02.3: Saying where you live Unit 02.4: Practice

	Unit 02.5: Extension Unit 02.6: Speaking Unit 02.7 Authentic Task **Assessment** Assessment Unit 2
Unit 03: Colours	**Course Material** Unit 03.1: Colours Unit 03.2: Favourite colours Unit 03.3: Practice Unit 03.4: Extension Unit 03.5: Speaking Unit 03.6: Authentic Task **Assessment** Assessment Unit 3
Unit 04: Numbers and Age	**Course Material** 1. Numbers 0 to 10 and Age 2. Numbers 11 to 50 3. Practice: Numbers and Age 4. Extension: Numbers and Age 5. Speaking: Numbers and Age 6. Authentic Task: Numbers and Age **Assessment** Assessment Unit 4
Unit 05: Classroom Objects	**Course Material** 1. Learn: Classroom Objects 2. Learn: In My School Bag 3. Practice: Classroom Objects 4. Extension: Classroom Objects 5. Speaking: Classroom Objects 6. Authentic Task: Classroom Objects

	Assessment Assessment Unit 5
Unit 06: Classroom Commands	**Course Material** 1. Learn: Classroom Commands 2. Learn: Requests in Class 3. Practice: Classroom Commands 4. Extension: Classroom Commands 5. Speaking: Classroom Commands 6. Authentic Task: Classroom Commands **Assessment** Assessment Unit 6
Unit 07: Family	**Course Material** 1. Learn: Siblings 2. Learn: Parents and Extended Family 3. Practice: Family 4. Extension: Family 5. Speaking: Family 6. Authentic Task: Family **Assessment** Elementary Assessment Unit 7
Unit 08: Animals	**Course Material** Unit 08.1: Pets Unit 08.2: Farm animals Unit 08.3: Wild animals Unit 08.4: Practice Unit 08.5: Extension Unit 08.6: Speaking Unit 08.7: Authentic Task: Animals

	Assessment
	Elementary Assessment Unit 8
Unit 09: Food	**Course Material** Unit 09.1: Foods Unit 09.2: Talking about food you like Unit 09.3: Talking about food you dislike Unit 09.4: Practice Unit 09.5: Extension Unit 09.6: Speaking Unit 09.7: Authentic Task: Food **Assessment** Elementary Assessment Unit 9
Unit 10: Activities and Weather	**Course Material** Unit 10.1: Days of the Week Unit 10.2: Activities Unit 10.3: Weather Unit 10.4: Practice Unit 10.5: Extension Unit 10.6: Speaking Unit 10.7: Authentic Task **Assessment** Elementary Assessment Unit 10

Beginner German:

A1

EP Units and Learning Outcomes	Lessons within each unit (linked with a hyperlink)	
Unit 01: Greetings and Introductions **Learning outcomes for this unit:** **By the end of this unit, students will be able to:** **Greet someone.** **Introduce themselves and ask someone else's name.** **Ask how someone is feeling and say how they are feeling.** **Say goodbye.** **Listening and reading comprehension topics:** **Monologues, conversations and texts about:** **Introductions to new people.** **Expressing how they are.**	**Course Material**	1. Introduction: Greetings and Introductions 2. Vocabulary Practice: Greetings and Introductions 3. Listening Comprehension: Greetings and Introductions 4. Reading Comprehension: Greetings and Introductions 5. Writing: Greetings and Introductions 6. Speaking: Greetings and Introductions 7a. Grammar - Replacing Names with Pronouns: Greetings and Introductions 7b. Grammar - Verb Endings heißen, sein, gehen: Greetings and Introductions 8. Authentic Task: Greetings and Introductions
	Vocabulary lists	Unit 1: Greeting and Introductions - Core Vocabulary Unit 1: Greeting and Introductions - Extra Vocabulary Unit 1: Greetings and Introductions - Grammar Vocabulary
Grammar points: **Personal pronouns.** **Conjugation of 'heißen', 'sein', and 'gehen'.** **Cultural focus in this unit:** **Germany.** **Umlaute.**	**Assessments**	Beginner Assessment Unit 01 (Auto-marked) Beginner Assessment Unit 01 (Manually marked) Beginner Speaking Assessment Unit 01 (Manually marked)
Unit 02: Family and Pets **Learning outcomes for this unit:**	**Course Material**	1. Introduction: Family and Pets 2. Vocabulary Practice: Family and Pets 3. Listening Comprehension: Family and Pets

By the end of this unit, students will be able to: • Say how many people are in their family. • List what family members they have. • Ask other people about their family and pets. **Listening and reading comprehension topics:** Monologues, conversations and texts about: • If and how many siblings they have. • How many family members they have. • If and which kind of pets they have. **Grammar points:** • Definite articles der/die/das. • Indefinite articles ein/eine/keine. • Compound words. **Cultural focus in this unit:** • German dog breeds. • German family life.		4. Reading Comprehension: Family and Pets 5. Writing: Family and Pets 6. Speaking: Family and Pets 7a. Grammar - der/die/das: Family and Pets 7b. Grammar: ein/e and k/eine: Family and Pets 7c. Grammar - Compound Words: Family and Pets 8. Authentic Task: Family and Pets
	Vocabulary lists	Unit 2: Family and Pets – Core Vocabulary Unit 2: Family and Pets – Extra Vocabulary Unit 2: Family and Pets – Grammar Vocabulary
	Assessments	Beginner Assessment Unit 02 (Auto-marked) Beginner Assessment Unit 02 (Manually marked) Beginner Speaking Assessment Unit 02 (Manually marked)
Unit 03: The Classroom **Learning outcomes for this unit:** By the end of this unit, students will be able to: • Use common classroom phrases. • Talk about common classroom items. • Make basic requests to their teacher. • Offer apologies.	**Course Material**	1. Introduction: The Classroom 2. Vocabulary Practice: The Classroom 3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 5. Writing: The Classroom 6. Speaking: The Classroom 7a. Grammar - Command Form/Imperative: The Classroom 7b. Grammar - Verb Endings for haben: The Classroom 7c. Grammar: dürfen oder können: The Classroom

		8. Authentic Task: The Classroom
Listening and reading comprehension topics: Monologues, conversations and texts about: ● What common school items someone has. ● What items are in the classroom and pencil case. ● Making requests in the classroom. ● Teachers giving commands to the class and pupils. **Grammar points:** ● Command form. ● Conjugation of 'haben'. ● Verbs 'dürfen' and 'können'. **Cultural focus in this unit:** ● School in Germany.	**Vocabulary lists**	Unit 3: The Classroom - Core Vocabulary Unit 3: The Classroom - Extra Vocabulary
	Assessments	Beginner Assessment Unit 03 (Auto-marked) Beginner Assessment Unit 03 (Manually marked) Beginner Speaking Assessment Unit 03 (Manually marked)
Unit 04: Dates and Birthdays **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Say how old they are. ● Say when their birthday is. ● Say the date. ● Ask questions about birthdays, dates and age. **Listening and reading comprehension topics:** Monologues, conversations and texts about: ● How old people are. ● Talking about when people's birthday	**Course Material**	1. Introduction: Dates and Birthdays 2. Vocabulary Practice: Dates and Birthdays 3. Listening Comprehension: Dates and Birthdays 4. Reading Comprehension: Dates and Birthdays 5. Writing: Dates and Birthdays 6. Speaking: Dates and Birthdays 7a. Grammar- mein/e, dein/e, sein/e, ihr/e: Dates and Birthdays 7b. Grammar - Dates and Ages: Dates and Birthdays 7c. Grammar - Word Order in Statements and Questions: Dates and Birthdays 8. Authentic Task: Dates and Birthdays

	Vocabulary lists	Unit 4: Dates and Birthdays - Core Vocabulary Unit 4: Dates and Birthdays - Extra Vocabulary Unit 4: Dates and Birthdays - Grammar Vocabulary
is. ● Talking about significant dates in a country. ● Saying happy birthday to someone. **Grammar points:** ● Possessive pronouns mein/e, dein/e, sein/e, ihr/e. ● Dates and ages. ● Word order in statements and questions. **Cultural focus in this unit:** ● Celebrations in Germany.	Assessments	Beginner Assessment Unit 04 (Auto-marked) Beginner Assessment Unit 04 (Manually marked) Beginner Speaking Assessment Unit 04 (Manually marked)
Unit 05: Countries and Nationalities **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Say what their nationality is. ● Talk about which country they live in or have lived in. ● Give opinions on living in different countries. **Listening and reading comprehension topics:** Monologues, conversations and texts about: ● Which country people come from. ● Where people are currently living. ● What nationality people are. ● What languages people speak. **Grammar points:**	Course Material	1. Introduction: Countries and Nationalities 2. Vocabulary Practice: Countries and Nationalities 3. Listening Comprehension: Countries and Nationalities 4. Reading Comprehension: Countries and Nationalities 5. Writing: Countries and Nationality 6. Speaking: Countries and Nationalities 7a. Grammar - Country, People, Language: Countries and Nationalities 7b. Grammar - Regular -en Verbs and sprechen: Countries and Nationalities 7c. Grammar - Präteritum - Simple Past: Countries and Nationalities 8. Authentic Task: Countries and Nationalities
	Vocabulary lists	Unit 5: Countries and Nationalities - Core Vocabulary Unit 5: Countries and Nationalities - Extra Vocabulary
	Assessments	Beginner Assessment Unit 05 (Auto-marked) Beginner Assessment Unit 05 (Manually marked)

- Country, people, languages (word formation). - Conjugation of regular -en verbs, and 'sprechen'. - Präteritum - simple past. **Cultural focus in this unit:** - German in Europe. - German around the globe.		Beginner Speaking Assessment Unit 05 (Manually marked)
Unit 06: Talking About Meals **Learning outcomes for this unit:** By the end of this unit, students will be able to: - Talk about basic food items. - Talk about what food they like or dislike. - Order at a café or restaurant. - Say what they eat for different meals. **Listening and reading comprehension topics:** Monologues, conversations and texts about: - Food preferences and dislikes. - What people normally eat and drink at specific meals. - Ordering at restaurants, cafés and bakeries. **Grammar points:** - Conjugation of 'mögen' and 'möchten'. - Conjugation of 'essen'. - Conjugation of 'trinken'.	**Course Material**	1. Introduction: Talking About Meals 2. Vocabulary Practice: Talking About Meals 3. Listening Comprehension: Talking About Meals 4. Reading Comprehension: Talking About Meals 5. Writing: Talking About Meals 6. Speaking: Talking About Meals 7a. Grammar - Verb Endings for mögen and möchten: Talking About Meals 7b. Grammar - Verb Endings for essen: Talking About Meals 7c. Grammar - Verb Endings for trinken: Talking About Meals 7d. Grammar - Plural Nouns: Talking About Meals 8. Authentic Task: Talking About Meals (Updated)
	Vocabulary lists	Unit 6: Talking About Meals - Core Vocabulary Unit 6: Talking About Meals - Extra Vocabulary Unit 6: Talking about Meals - Grammar Vocabulary
	Assessments	Beginner Assessment Unit 06 (Auto-marked)

● Plural nouns. **Cultural focus in this unit:** ● German specialties.		[Beginner Assessment Unit 06 (Manually marked)](#) [Beginner Speaking Assessment Unit 06 (Manually marked)](#)
Unit 07: Describing People **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Describe themselves and others. ● Talk about the colour of hair and eyes. ● Ask about someone's characteristics. **Listening and reading comprehension topics:** Monologues, conversations and texts about: ● Describing oneself. ● Describing one's family members and friends. ● Asking about and describing appearances and someone's character. ● Expressing opinions about pop stars and actors. **Grammar points:** ● Adjective endings. ● Separable verbs. **Cultural focus in this unit:** ● Carnival in Germany.	**Course Material**	[1. Introduction: Describing People](#) [2. Vocabulary Practice: Describing People](#) [3. Listening Comprehension: Describing People](#) [4. Reading Comprehension: Describing People](#) [5. Writing: Describing People](#) [6. Speaking: Describing People](#) [7a. Grammar - Adjective Endings: Describing People](#) [7b. Grammar - Separable Verbs: Describing People](#) [8. Authentic Task: Describing People (Updated)](#)
	Vocabulary lists	[Unit 7: Describing People - Core Vocabulary](#) [Unit 7: Describing People - Extra Vocabulary](#) [Unit 7: Describing People - Grammar Vocabulary](#)
	Assessments	[Beginner Assessment Unit 07 (Auto-marked)](#) [Beginner Assessment Unit 07 (Manually marked)](#) [Beginner Speaking Assessment Unit 07 (Manually marked)](#)

Unit 08: School Subjects **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Say what subjects they take. ● Say what subjects they like or dislike. ● Say what they think about different subjects and teachers. ● Say whether they're good or bad at a certain subject. **Listening and reading comprehension topics:** Monologues, conversations and texts about: ● Which subjects someone takes. ● Which subjects someone likes or dislikes and basic reasons why. ● Which subjects are on a given day. ● What grade someone is in. ● What someone thinks about their teacher. ● How school life is structured in different countries. **Grammar points:** ● Negation with 'nicht'. ● Conjugation of 'gefallen'. **Cultural focus in this unit:** ● High school in Germany.	**Course Material**	1. Introduction: School Subjects 2. Vocabulary Practice: School Subjects 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 5. Writing: School Subjects 6. Speaking: School Subjects 7a. Grammar - Negation with nicht: School Subjects 7b. Grammar - Irregular Verb gefallen: School Subjects 8 Authentic Task: School Subjects (Updated)
	Vocabulary lists	Unit 8: School Subjects - Core Vocabulary Unit 8: School Subjects - Extra Vocabulary Unit 8: School Subjects - Grammar Vocabulary
	Assessments	Beginner Assessment Unit 08 (Auto-marked) Beginner Assessment Unit 08 (Manually marked) Beginner Speaking Assessment Unit 08 (Manually marked)
Unit 09: Leisure Activities	**Course Material**	1. Introduction: Leisure Activities

Learning outcomes for this unit: By the end of this unit, students will be able to: ● Talk about what activities they like or dislike. ● Say when they do different activities. ● List different activities. **Listening and reading comprehension topics:** Monologues, conversations and texts about: ● What someone's hobbies and leisure activities are. ● What someone likes to do at a particular time like the weekend or with particular people. ● What a group of people like to do. ● What someone doesn't like to do. ● Planning activities. ● An invitation for an event. **Grammar points:** ● Conjugation of 'lesen', 'sehen' and 'fahren'. ● Sentence structure and word order. **Cultural focus in this unit:** ● Soccer in Germany.		2. Vocabulary Practice: Leisure Activities 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities 5. Writing: Leisure Activities 6. Speaking: Leisure Activities 7a. Grammar - Irregular Verbs lesen, sehen, fahren: Leisure Activities 7b. Grammar - Sentence Structure and Word Order: Leisure Activities 8. Authentic Task: Leisure Activities (Updated)
	Vocabulary lists	Unit 9: Leisure Activities - Core Vocabulary Unit 9: Leisure Activities - Extra Vocabulary
	Assessments	Beginner Assessment Unit 09 (Auto-marked) Beginner Assessment Unit 09 (Manually marked) Beginner Speaking Assessment Unit 09 (Manually marked)
Unit 10: My House **Learning outcomes for this unit:**	**Course Material**	1. Introduction: My House 2. Vocabulary Practice: My House 3. Listening Comprehension: My House 4. Reading Comprehension: My House

By the end of this unit, students will be able to: • Describe their house. • Say what rooms their home has and what's in the rooms. • Talk about where their house is located. **Listening and reading comprehension topics:** Monologues, conversations and texts about: • Where someone's home is. • What type of housing someone lives in. • What rooms someone's home has. • The living situation e.g. shared bedrooms. • How someone's home and rooms are furnished. • What special features someone's home has e.g. a playground in the backyard. • What someone's home lacks. • What someone thinks about their home and room. **Grammar points:** • The cases (declination) and der/die/das. • The cases (declination) and ein/eine. • The cases (declination) and mein/dein/sein/ihr. **Cultural focus in this unit:** • Living in Germany.		5. Writing: My House 6. Speaking: My House 7a. Grammar - The Cases and der, die, das: My House 7b. Grammar - The Cases and ein, eine: My House 7c. Grammar - The Cases and mein, dein, sein, ihr 8. Authentic Task: My House (Updated)
	Vocabulary glossary	Unit 10: My House - Core Vocabulary Unit 10: My house - Extra Vocabulary Unit 10: My House - Grammar Vocabulary
	Assessments	Beginner Assessment Unit 10 (Auto-marked) Beginner Assessment Unit 10 (Manually marked) Beginner Speaking Assessment Unit 01 (Manually marked)